Keeping fruits and vegetables alive

By Rubi Ayon, Miguel Meza, Rogelio Torres
Eastport Elementary

On November 1, 2018, our journalism club went to UC Davis to conduct an interview with Erwin Donis-Gonzalez to learn about how technology helps agriculture.

Erwin designs refrigerators that are big as a store like Costco. This is because you must put fruit in the refrigerator so that the fruit doesn’t rot. It also retains freshness for up to 15 days. Thanks to Erwin’s designs, vegetables will lose water slowly. In addition, Erwin designs technology to the dry peanuts, almonds, and other kinds of nuts. He also designs scanners for vegetables to keep track of good products for stores. Erwin designs technology for sorting fruits and vegetables.

Erwin talked about why he designs different kinds of technology. For example, Erwin said that he designs technology to help vegetables stay alive longer. Since vegetables are still breathing when you cut them, his designs help vegetables retain water and keep them from sweating. This is important because vegetables stop losing water when they are kept cold. In addition, Erwin designs technology to our planet. When it doesn’t rain, Ms. Espinoza said it also affects farmers because they will not have water for fruits. Many hydro-electric power plants, that use water for electricity, are also shutting down due to the water drought. As an engineer, she explained how she works together with her professors and advisors to research ways to use water efficiently in agriculture. She included that she has done research in China and Mexico, because they have similar water issues like we do in California. Her goal is to find the best way to make this work. We found out, through our interview with Ms. Espinoza, that California is a state that has many water issues, because of the way they manage water. However, it was interesting to find out that most of the water comes from the Sierra Nevada Mountains, because we don’t get sufficient water from rivers and lakes. Ms. Espinoza said that when the snow melts on the mountains it is transferred long distance. When she lived in Los Angeles, she remembers water being transferred from 400 miles away. Water is transferred to many places in California, according to Ms. Espinoza. We enjoyed our interview with her, because we learned so many interest-

In conclusion, we learned that technology makes jobs much easier. New technology is important to keep our vegetables and fruits much longer. All of this is important because we are always looking for new ways to improve our food quality.

Women in Engineering!

By Juan Rosiles, Diana Santillan, Espinario Santillan, Sandy Bustamante, Elysa Ramos
Freedom Elementary

It was fascinating meeting a female environmental engineer, Vicky Espinoza, a Ph.D student at UC Merced, and an interview Environmental Engineer Vicky Espinoza.

Ms. Espinoza, that California through our interview with that this work. We found out, through our interview with Ms. Espinoza, that California is a state that has many water issues, because of the way they manage water. However, it was interesting to find out that most of the water comes from the Sierra Nevada Mountains, because we don’t get sufficient water from rivers and lakes. Ms. Espinoza said that when the snow melts on the mountains it is transferred long distance. When she lived in Los Angeles, she remembers water being transferred from 400 miles away. Water is transferred to many places in California, according to Ms. Espinoza. We enjoyed our interview with her, because we learned so many interest-

The power of drones

By Juliana Jimenez, Jennifer Delgado, Jenavi Gonzalez, Valeria Molina, Yaretzi Ramirez, Anaileah Roiz, Uriel Becerra, Julissa Calderon, Esmeralda Ruiz, Tania Osorio and Cristian Leyva
Tipton Elementary

How do drones help farmers? On Tuesday, October 30 we went on a field trip to UC Merced. We learned about drones from Andy Aparicio, who they are used. Drones take care of plants and help crops. We found out that drones are cool, see why.

What can a drone do? Drones are being used in farms to help farmers and make life easier for them. They help farmers take care of the plants by seeing if they have a disease or anything bad. We learned that they can show farmers where there is a disease on the plants. Farmers can locate the diseased area of their crops faster with a drone. It can help farmers by looking at the plants to see if they have mold (disease) or if there is an area of the crop that they need to tend to. The drones show you a picture of where the sick plants are. When they See DRONES: Page 4

Developing a college-going culture

In conjunction with the rigorous migrant academic extended day services, the Tulare County Migrant Education Program in Region VIII is intentional in giving students hands-on college awareness experiences and highly supports partnerships with universities. Migrant staff work hard at developing a college-going culture.

The goal is for every migrant student to know that they can and will be college bound. It was important to include the following articles depicting 3rd-6th grade Migrant Journalism Students as they began their interviews at the visiting universities.
A small, wonderful farm

By Alila Journalism Club

You have ever wondered how students make a beautiful garden? Well, if you have that question, I would recommend you visit UC Davis. At UC Davis, you can learn about the different careers in farming such as where your food comes from. You can also find out how incredible agricultural technology! Our journalism class went to UC Davis on November 1st to learn about various plants and how to grow them. It’s incredible how many people are starting to learn new ways of growing plants and make it better!

In the Market Garden you can visit different places. For example, you can visit the Butterfly Garden. One of the flowers in the Butterfly Garden was about the chocolate flower. The color of the flower is dark brown and has a wonderful smell of chocolate. In addition, we saw the Kiwi and Arbor Gardens. The kiwis are very green and wrapped around the wood. We also got to see a fig tree that had dark purple figs and looked delicious. We ended the tour at the compost beds where you will find yourself surrounded by so much incredible agricultural technology! We learned that there are different plants at UC Davis. At UC Davis, we learned about the job of a farmer. The animals are important because they help the farm. Students can enjoy visiting the chicken area. They provide eggs to students on campus to study. They also give the eggs to the schools cafeteria. The chickens also help to make nutrients that make plants grow.

Technology is a big part of UC Davis. We visited the greenhouse that helps to grow plants that can’t grow in the winter. The greenhouse also protects small seeds. The chicken house was big like a house and even had a big air conditioner. Another fraction of the greenhouse looked like if it had a net around it to keep insects out. Plants are beautiful and each one of them has a purpose on what makes them so important. There were lots of different plants at UC Davis. We saw plants called Fiver Five Yellow and Scabious. We saw a tunnels of vines. The vines were wrapped around important kiwi plants straight. We also saw different types of flowers at the student farm. Our guides said that flowers are used to attract bees to help pollinate the flowers on fruits and vegetables.

By Alila Journalism Club

By Alila Journalism Club

We were amazed that Ms. Espinoza knew so much about his life on the farm. The animals are important because several plants won’t survive without this technology. We also learned different animals that help plants grow. It was neat to learn new information.

We went to see the food market to learn about how plants grow. For example, you don’t have to be an expert in plants to have a garden. Stu-
dents at UC Davis can learn about different kinds of plants that students would not see. Students can even taste exotic plants. We also learned different animals that help plants grow. It was neat to learn new information.

We got to interview Erwin Donis-Gonzalez and Monica Alandete-Saez. We learned that Erwin works with technology and helps to grow fruit and vegetables. Erwin also told us how he started to like technology.

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Adventures at AgVenture

By Elber Barco
Gomez, Antony Uribe
Figueroa
Waukena Elementary

On November 9th, 2018, 4th graders Elber and Antony were lucky enough to interview Melvin “Mel” Montero, owner of Montem Trucking. In his free time, Mel volunteers at AgVenture and the farm show and collects tractors. In fact, one of his tractors can be found at the AgVentures museum!

Before we started talking to Mel about the history of tractors, we asked him about his history. Mel was born right here in Tulare, California. Mel began working on his parent’s dairy at the age of 3. He got his first paycheck at age seven. Today, Mel owns his own trucking company with his business partner, who just happens to be his son. Mel has a truck that hauls gravel and feed to dairies, and also trucks that help with the demolition of different buildings. Mel got his son started collecting tractors. He would find a lot of old tractors that people didn’t want on the dairies and take them home and fix them.

Mel told us quite a bit about how technology is used today in agriculture. He said that there are actually tractors that don’t need drivers because they drive by themselves. They’re not legal yet, but will be in the future. Also, he told us how technology is used when farming cotton. In the past, people would try to drive as straight as they could while making their rows of corn, but today they use GPS to make their rows perfectly straight. Mel also told us how his son uses a phone app that will immediately tell them when something is wrong with one of their trucks, and even order the part that will fix it! He said that the number one reason we use technology is to do a better job and produce more of the product we are producing.

Later in our visit, Mel took us in to the tractor museum and told us a bunch of information about tractors. The first tractor was invented in the 1920s. Many tractors are made on the eastern coast of the United States. An average tractor today costs over $200,000. The best part of the visit was when Mel asked if tractors were “comfy” and was allowed to climb inside the cab and inspect it. When Elber was inside, Mel explained what each of the buttons and levers did, showed him the radio and air conditioning, the steer- ing wheel, and the different pedals and what each did. Elber even got to touch all the different buttons and levers. However, the tractor wasn’t working so sadly, nothing happened. Mel let us know that the tractor Elbert sat in was a prototype that was being tested to the Farm Show for 99 years! The Farm Show uses the tractor to teach students and other people about how tractors are used in farming today.

We really enjoyed our time with Mel, and would recommend a visit to anyone who is interested in learning more about agriculture, or the technology that people use in technology today.

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Growing Cotton in the Central Valley

By Kevin Lorenzano
Espinio
Picley Elementary

On Tuesday, November 27, 2018, this reporter had the great pleasure of interviewing my mother, Ana- telmina Espino. My inter- view was conducted in my mother’s kitchen. The pur- pose of our interview was to find out more about where my mother works and what type of technology she uses in the workplace.

My mother, Antelmina, has been working as a packer for three months. She never imagined she would be doing this for so long. She likes her work as a packer. She packs and she even has to cut the grapes. This technology helps to cut the fruit so it doesn’t get damaged. She uses a tool to work in Washing- ton, her work there was as an apple packer. Her boss’s name is Eustacio Fernan-
dez. She dreamed about having opportunities for her family.

When I asked her about the type of technology that she uses in her job, she told me that the most important thing she needs are her hands. I am glad that my mother enjoys her work and I am proud of her.
**La Lonchera**

By Karen Alvarez
Pixley Elementary

On Thursday, November 29, 2018, I was a reporter and had the pleasure of interview-
ing my mom, Ana Vega. I interviewed her to find out more about what she does for a living and what kind of tools and technology she uses in her workplace.

My mom makes tortillas and steak to sell to people working at the dairies. Sometimes she also makes ceviche. Ceviche is a food that has shrimp, fish, octopus, squid, onions, and lemon juice. She prepares the food in her kitchen. She wakes up around six in the morning and around eight in the morning she delivers food to the dairies. They call her “la lonchera.” She prepares the food she wraps it in tin foil. This way the tortillas and steak do not get cold. She uses pans, spatulas, the lonchera” and selling food.

When my mom was younger she wanted to be a professional soccer player. She likes to drive and take care of kids. My mom has a dream about being a professional soccer player. She is happy when she helps the kids with their jobs.

In order to make the food she uses pans, spatulas, the store, and the oven. Depending on the food she is going to make, she uses different kitchen tools. If my mom didn’t have all of the tools she needs available for her to make food to sell, she would not have a job right now.

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When my mom was younger she wanted to be a professional soccer player. She is happy when she helps the kids with their jobs.
Cell phone usage in class

By Yamilet Mendoza
Farmersville High

Mexico and were not able to attend high school. Because of that, providing my siblings and I the opportunity to become educated has been a top priority. In the United States, it used to be that only the rich were able to afford an education. At that time, being able to attend school was highly valued. People were willing to sacrifice greatly to have that opportunity, then it would make the most of it. Today, it seems that the “free education” Americans have to look at in a much greater pride in, is being taken for granted by those who it is supposed for. Not showing just be handed a free college education. If someone wants a higher education, they should be willing to work to get one. Working to accomplish something makes people treasure the accomplishment. It is not for everyone, it is a choice and a serious commitment. Students need to be sure they are willing to invest not only the money, but also the time and effort necessary. They need to want to put in the work and the effort their investment will be. If they are not fully committed, they’ll start college, but never finish. It’s a waste of time and money—the students’ and the taxpayers’. A recent study by the Institute for Higher Education Leadership and Policy at Cal State Sacramento found that 70% of California community college students failed to graduate or transfer.

Devalues Degree
Free education will de-value a college degree. A college degree, is something special because only the most motivated and driven students strive to obtain a degree. If college becomes free, then college will not be an extension of high school. Everyone would go, regardless of how hard they work. As education has become more accessible, it has become less appreciated. Many students now consider going to school as an obligation rather than an opportunity. It’s basic economics—supply and demand. If something is plentiful, the value will be lower. If colleges feel pressure to avoid a degree to everyone, then employ- ers will look for something greater to distinguish the most effective workers. The college degree would be- come expected of a mini-present that works. A college degree is like gold because when there is a little bit of gold, it has lots of value, . . . but when gold is everywhere, then it loses its value.

Banning cell phones in class

By Abraham Santiago, Grade 12
Farmersville High

From my seat in the back of the class, I see all. The dance, the drama. Students are trying to take advantage of any opportunity to read, or send those super-im- portant texts—without the teacher noticing. Cellphone usage should be banned in classrooms, for students and teachers. Because it makes it too easy to view inap- propriate content, to cheat, and to cyberbully. Further, cell phone usage is a huge distraction for everyone in the classroom.

Inappropriate Content

Students should invest in Their Futures
Students should invest in their futures. Not showing just be handed a free college education. If someone wants a higher education, they should be willing to work to get one. Working to accomplish something makes people treasure the accomplishment. It is not for everyone, it is a choice and a serious commitment. Students need to be sure they are willing to invest not only the money, but also the time and effort necessary. They need to want to put in the work and the effort their investment will be. If they are not fully committed, they’ll start college, but never finish. It’s a waste of time and money—the students’ and the taxpayers’. A recent study by the Institute for Higher Education Leadership and Policy at Cal State Sacramento found that 70% of California community college students failed to graduate or transfer.

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Fire college for all sounds like a wonderful opportu- nity, but evidence shows that it will not work. Fire college will overburden America’s taxpayers with- out achieving the desired result. When college is free to all, the under-committed will fill our community and state colleges, lessening the experience for the highly motivated, and devaluing our degrees. In September, I will begin college, majoring in Electrical Engineering. All students deserve the op- portunity that I’ve had—the opportunity to better myself through hard work, and to gain the confidence that re- sults from true achievement.

Because personal cell- phones are private and easy to use discreetly, they are often used to access inap- propriate content. Students need to be able to monitor use of technology in the classroom to ensure that students do not access content that is violent, obscene, or potentially dangerous. Many teens like to listen to music, but use cell phones as a weapon for violence and drug use. The lyrics and themes are often derogatory toward women, people of certain ethnicities, the LGBT community, and even the police.

Many websites offer users the ability to interact with strangers in a variety of ways. Predators are known to use this method to entice young teens by assuming false identities and taking advantage of their vulner- abilities. These predators also do this on all kinds of platforms and in group messaging settings. If students are using their phones for inappropriate content, it is software to block dangerous websites and teachers are able to view screens and know exactly what sites students access. With personal equipment and new technologies, like Apple Watches and aruids, that is not possible. Cheating
Because personal cell phones are private and easy to use discreetly, they are of- ten used to cyberbully! The i-Safe Foundation, reports that more than 1 in 3 young people have expe- rienced cyber bullying. Many teens believe it’s funny to post, tweet, or share pho- tos and videos of another student—they don’t always think about how that stu- dent will feel. My principal advised us, “Once it goes out there, it will never come back.” Often, something is expected to be seen only by a few close friends, but it’s gets screenshots and goes public and people start making fun of it.

Distraction
Banning cell phones in the classroom will not solve all of these problems, but it will help during class time. Just a simple vibra- ting causes a student to stop what they’re doing, and become completely fixated on finding an oppor- tunity to check the phone. I know adults have the same temptation. Most of my teachers are on their phones occasionally during class, and some are on their phone all the time. Teachers should set the example. If they tell us that we need to focus and learn to put the phones away, then they should do the same because they need to focus on the lessons and their students. According to a study by Centre of Economic Performance, test scores rose by up to 6% in schools that strictly banned cell phones.

Cell phones could have positive uses in the class- room, yet we don’t use the technology wisely. Banning the use of cellphones in class, for both students and teachers, will be difficult to adjust to. In the long run, however, it will work. Fire each cell phone will overburden America’s taxpayers with- out achieving the desired result. When college is free to all, the under-committed will fill our community and state colleges, lessening the experience for the highly motivated, and devaluing our degrees. In September, I will begin college, majoring in Electrical Engineering. All students deserve the op- portunity that I’ve had—the opportunity to better myself through hard work, and to gain the confidence that re- sults from true achievement.
By Levi Angeles, Grade 9
Farmersville High

The University of London found that those who multi-task during cognitive activities had an average IQ drop of 10 points—that would be expected after staying all night or smoking marijuana. It was even worse for men. Multitasking men saw their IQ drop about 15 points, causing them to communicate with the average mental capacity of an eight-year-old. I don’t think an 8-year-old would do very well in my Biology class, so I need to focus. The use of cell phones in the classroom should be banned for students and teachers. Banning phones will not only provide a more effective learning environment, but will also reduce cheating and lead to a safer and more respectful school climate.

Learning Environment/ Focus

Students will have a better opportunity to learn without phones in the classroom. Some argue that a phone is a learning tool, which students need to learn to use constructively. Okay… but is it the most effective learning tool?—and, how effectively can a teacher monitor how phones are used? Students will argue that they need to use a phone as a calculator, but as soon as the teacher turns her back, those students are on social media, texting their friends. While personal phones could be used for educational research, many use them to search for videos that are blocked on the school computers.

A 2010 study by Pew Internet and the University of Michigan found that in schools that permitted students to have phone 71% of students sent or received text messages in class. Using phones is a huge temptation. If students need calculators or other tools, there is no need to bring an expensive device to class. The school can provide tools at a relatively low cost, and all students would have equal access. Many students in my school don’t even have smartphones. The calculator may only be used for the intended learning purpose, but the smartphone is loaded with distracting features. Students will be more focused on the task at hand if they do not have the phone in hand.

By Yasmin Angeles, Grade 10
Farmersville High

Calling something free does not make it free. Nothing in life is free. It’s simply a matter of who pays the cost. During the 2016 Democratic primaries, Bernie Sanders proposed the idea of free college. Since then, it has been a hot topic, especially with the Democratic party that supports the idea of free college. Since it is accessible for students who work for it; and it is the most effective learning tool—and, how effectively can a teacher monitor how phones are used? Students will argue that they need to take the bill for everyone to attend, regardless of their level of commitment. College should be accessible to all—and it is! And, the countries that are pointed out have exemplary free tuition. The consequences of providing free college to ALL outweigh the benefits. Taxpayers cannot afford to foot the bill for everyone to attend. Therefore, of all our goals, ARE achieving—and we ARE attending college. That hard work is an investment in ourselves, because we truly value education. Education should not be an entitlement.

Free college has not been successful in other countries.

Proponents of free college argue that countries, like Finland, Greece, and Germany, have successfully implemented free college. These countries, however, do not offer free college to ALL. They have requirements that students have to take to qualify; they also require children to choose a track, either academic or vocational. Many choose a vocational track or do not meet the requirements for the academic track. Others are eligible for free college but choose to attend private schools, which are not free. Most college graduates in these countries accumulate debt similar to Americans. AND, these countries have significantly higher taxes. In Germany the tax rate is 49.4 percent, and only 62% participate in some kind of college or training.

We cannot rely on the government to provide for us. Thomas Jefferson once said, “A government big enough to give you everything you want, is strong enough to take everything you have.” Remember that.
By Karina Canchola, Jasmine Munguia, Elliott Lau, and Ivan Roblero
Palo Verde School

Wow, to think that we didn't have to go far to see and learn about the many uses of technology in agriculture! For us, it is literally outside our school's campus. On Friday, November 9, 2018, we were given the opportunity to visit the Tulare Ag Center and learn about technology in agriculture. We had the pleasure to meet one of the many local farmers who has integrated technology into his profession. Melvin “Mel” Montero, along with his sons, own and operate a trucking company called Montero Trucking that hauls gravel and feed to local dairies.

They also do demolition to houses and dairies. Mel was born and raised in Tulare and attended Waukena Elementary and Tulare Western High schools. Mel has been a volunteer at the Tulare Farm Show for 41 years and personally led us on an amazing tour through the museum located in the Ag Center. He explained the history of each item and we could tell he really enjoyed what he was doing. Mel has learned new things every year and he enjoys a challenge, something for a customer to respond that he loves doing. Mel says that there are many benefits in agriculture today because of the use of technology. For example, the trucks he uses for his business are more efficient. The technology from his computer tells him what is wrong with a truck, how it can be repaired, and it can be done immediately without him having to waste time trying to figure it out himself. He said it’s the same with tractors. The technology apps that are available make it easier on farmers and it saves them time and money. Mel described a new type of tractor that is currently being tested. It was awesome how he explained that these robots can be recycled to improve the environment. Booth said that it was in this field trip that he learned about the three R’s: Reduce, Reuse, Recycle. His curiosity in science started to expand. Then he started to read books in astronomy, which is the scientific study of the stars. He was interested in astronomy because he was not able to see the stars in LA, because of light pollution.

After high school, he decided to specialize on something more specific, like environmental engineering. He did his masters in hydrology, the study of water. Booth told us that every nation uses resources from the environment. We learned that the water cycle is connected to everything. He said we need to take care of our resources if we want clean food. To have clean food we need to have clean air, clean water, and clean soil. Booth said that one pollutant that can affect our water system and soil, for example, is gas that is stored underground. If it leaks, it will pollute our water system and our soil.

One of Booth’s most important parts of his job is to design a computerized robot that can be used in orchards. It is awesome how he explained that these robots can be used to measure water moisture in the soil. Another one of his future goals is to build water plants. He said technology is important in this field because it is used to process data information and help us use water more efficiently.

We were curious and asked Lorenzo what we should do if we want to pursue a career in science. His advice was for us to apply our curiosity and find out things on our own. As an elementary student he was curious about the stars and rockets. He said for us to read books about things that interest us.

Techonology in Local Agriculture

By Karina Canchola, Jasmine Munguia, Elliott Lau, and Ivan Roblero
Palo Verde School

In regards to technology in the future, he said to be on the lookout for the driverless tractors; more drones being used to check our fields in order to kill and control bugs and weeds. In closing, when asked what his favorite part of the job is, Mel was quick to respond that he loves doing something for a customer and he enjoys a challenge, especially when it’s something a competitor can’t do; it makes him work harder until he can figure it out. As students, we think this was wonderful advice that we should apply to our learning in school. First because we can’t figure something out, we shouldn’t quit. We need to keep at it until we get it and then we get to enjoy the success of knowing that we didn’t give up. That sounds like good advice for us in all our practices, so thank you Mel for you words of wisdom.

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Acknowledgments

It takes huge effort to implement new educational projects such as the Migrant Education Journalism Project. We couldn’t have done it without the support of Tim Hire, Tulare County Superintendent of Schools; Earlimart School District, Palo Verde Union School District, Tipton Elementary School District, Farmersville Unified School District, Pixley Union School District, Waukena Joint Union School District; committed professors, resilient teachers, patient and understanding interviewees, parents and other dynamic support staff. This project was invaluable to migratory children and we believe that it was a success.

Our Migrant children thank all of you and appreciate you taking the time to lend a helping hand. As a result of everyone’s efforts, we may see these students as future journalists.

Meet Our Journalists